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ABSTRACT

The first part of this report is an evaluation of the Washington State Community College Telecourse Consortium's initial project, the offering of "The Age of Uncertainty" for credit at seven colleges during fall quarter 1977. Responses to evaluation questionnaires from six instructors and 72 students indicated that enrollments were similar to those in "special problems" classes on most campuses. Enrollments were not high nor cost effective; however, they are expected to increase as the community and individual colleges become more aware of course usefulness and desirability. Reasons for low productivity and specific ways of offsetting the problems encountered in the experimental year are discussed. The second part of the report deals with the Experimental Telecourse Year Proposal in terms of establishing and organizing the consortium, working out finances, and defining the administrative options. The Proposal Committee outlined three general approaches for management during the experimental period: (1) employing a full-time coordinator; (2) relying completely on college employees; or (3) employing a part-time manager aided by college employee volunteers. A list of proposed telecourses for 1977-78 and responses to the evaluation questionnaire are appended. (TR)

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ED152341

COMMITTEE ON EDUCATIONAL TELEVISION

Report to the

WASHINGTON INSTRUCTIONAL COMMISSION

February 16, 1978

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Ronald J. Crossland

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JC 780 119

The following is a brief report concerning the implementation and development of the Television Consortium.

EVALUATION

Evaluation of Age of Uncertainty is the only one available to date. It was a PBS course and possibly will not reflect the same data as lease-rental courses. However, key points are as follows:

1. There were six instructors who responded to the questionnaire and all felt that the program was effective but not totally effective.
2. Student questionnaire: 72 respondents
   - Average Age: 23-25
   - Occupational Status: 47 were employed full time
   - Highest Grade Level: Majority had at least 2 years of college
   - Reasons for Enrolling: Interest and to obtain college credit
   - Comparison to "regular" classes: The majority felt that it was "similar" or "slightly better" as compared to regular classes.
   - Would they enroll in another TV Class? The majority said they would.

At the final spring meeting, the consortium effort will be evaluated as well as PBS as opposed to lease-rental productions, administrative manuals and promotional efforts. In addition, an administrative evaluation will be filled out in May. Presidents, Deans of Instruction, and Directors of Continuing Education will be asked to fill out the questionnaire.

ENROLLMENTS

Enrollments, overall, are similar to other "Special Problems" type classes on most campuses. They have not been high or, at this point, cost effective but it is expected that those numbers will increase as the community and the individual colleges become more aware of their usefulness and desirability.

FINANCIAL ASPECTS

To date, consortium members feel it has not proven to be cost effective, but this was expected during the "start up" year. Much time and effort (both administrative and faculty) have gone into a program that has had minimal enrollments and has gained limited support from faculty on each campus; however, Channel 13 has applied for a $44,000 grant which, if awarded, would pay most costs for the coming year. The $44,000 would include the following:

1. A set of tapes
2. One full-time coordinator
3. Three leased programs

For the experimental year, the consortium will show about a $5,000 deficit. This is largely due to the one-time purchase of recording tapes. A plan for paying this deficit should be decided upon. Frank Price has volunteered to "search" for a possible funding source to offset this figure for this year but this is one reason why the Consortium feels that we should have $.50 annualized FTE for the coming year from each participating college.

REASONS FOR LOW PRODUCTIVITY

Consortium members felt that there were many reasons why this year has not been as productive as it could have been; such as:

1. We need to allocate more money for advertising--our lack of marketing is hampering us.
2. We need more lead time.
3. We need to do more internal publicity with our own staff and faculty.
4. Instructors need to know more about the course content prior to its being shown on the air.
5. Faculty fears are still being expressed on most campuses.
6. We need more internal support.

SPECIFIC TASKS WE ARE DOING TO OFFSET THE ABOVE PROBLEMS

1. Money for advertising--unknown until it is determined whether or not we will gain support for next year.
2. Lead time--we will be choosing all three programs for next year at our March 1 meeting.
3. Internal publicity--each school will make an attempt to meet and discuss television and its various aspects with division chairmen and faculty in an effort to make them more aware and become more a part of the general effort for televised instruction.
4. Course content--because we will make program decisions early, instructors will have time to study and improve course outlines and content if they wish. Also, they will be given an opportunity to vote on 3 of 6 choices for the coming year.
5. Faculty fears--each school is making an effort to provide some effective communication between television planning efforts and faculty. At Olympic College, we are presenting film clips to each division, presented by a faculty member, to inform them of the possibilities and technicalities

of college by television and other means of using video-tape in the classroom. To date, the film clip has been shown at the part-time faculty orientation and the Social Sciences and Service Occupations Division meeting. It is scheduled for the other three divisions in February.

6. Internal support--each campus is making an effort to gain support from division chairmen and faculty by all of the above methods.

PHILOSOPHY

Television cannot be ignored. Commercial television is viewed by probably 99% of our population. Instructional television is still in the infant stages but will necessarily become an integral part of education if....

1. we learn how to use it properly;
2. we use it to supplement and enhance our present system of instruction;
3. we use it to save the student time and energy in not requiring class attendance in order to earn college credit;
4. we capitalize on its programming efforts and effects in instruction;
5. we do not get discouraged and quit before we have made every effort to make instructional television work for us.

SEATTLE CENTRAL COMMUNITY COLLEGE

OFFICE OF INSTRUCTION

M E M O R A N D U M

January 24, 1978

TO: Telecourse Consortium

FROM: Nancy Borchgrevink NB

RE: Evaluations for "Age of Uncertainty"

Attached are summaries of both student and instructor evaluations for the fall quarter "Age of Uncertainty" course.

Evaluation forms were returned from seven colleges: Centralia, Fort Steilacoom, Grays Harbor, Lower Columbia, North Seattle, Olympic, and Skagit Valley, for a total of 73 student evaluations and 6 instructor evaluations.

NB/j

Attachments

RESULTS OF INSTRUCTOR SURVEY

1. How were you, as a faculty member, selected to teach telecourses on your campus?

   A. Volunteered 2
   B. Appointed
   C. Mutual agreement 4

2. Have you ever been an instructor of a telecourse before?

   A. Yes 1
   B. No 5

3. How were you compensated?

   A. Regular assignment 2
   B. Overload pay 1
   C. Part-time contract 3
   D. Other _____

4. What was your role (or roles) as an instructor of this course?

   A. Course coordinator 4
   B. Discussion leader 6
   C. Lecturer 4
   D. Student evaluator 5
   E. Lead instructor 1
   F. Other _____ 1

5. Did you provide any of the following services to the students?

   A. Faculty office hours 4
   B. Availability via telephone 4
   C. Exam preparation/review sessions 4
   D. Campus seminars--weekly 4
   E. Campus seminars--one to three per quarter 1
   F. Other _____ 2

6. How many contact hours were students required to meet with the instructor? See below

7. Did you develop any enrichment materials in addition to, or in place of those provided?

   A. Yes--please describe 4
   B. No 2

   ~~Charts/other readings~~ _____

   ~~Supplementary reading list~~ _____

   ~~Lecture background material~~ _____

   ~~Much factual and interpretive information was presented to explain, amplify,~~ or dispute the TV lecturer.

6. 39-40; 0 (3 optional seminars); 39; 2-3/week, optional; 30 (2)

8. Please rate the components of the Academic Support Package for "Age of Uncertainty" by checking the boxes at the right ("1" indicating "not at all useful" . . . "5" indicating "very useful").

Did not use A-D (1)
Did not use much.(1)
No opinion.(1)
Don't know.(2)

	1	2	3	4	5
A. Overview			3	1	1
B. Administrative Procedure		1	2		1
C. Facilitator/Faculty Guide			2	1	2
D. Sample Materials		1		3	
E. Publicity Materials	1		2		

9. Do you think the televised play production is effective in presenting the subject?

A. Yes 5
B. No

"But students tried to substitute viewing TV for reading text found to their chagrin that the programs were really a visual aid supplement. The programs are really useful for those persons with a considerable academic background in the social sciences."

"Effective, yes; totally effective, no."

10. What other material, information, or administrative support would have been useful to you as an instructor?

Glossary of economics terms in layman's language.

More meaningful/useful multiple choice questions. Too many questions tested recall instead of comprehension.

Cable TV connection for Channels 9 and 13 would have been helpful.

The text was useful.

NB/j
1/78

RESULTS OF STUDENT TELECOURSE QUESTIONNAIRE

1. Sex

   A. Male 42
   B. Female 30

2. Age

   A. 17 - below
   B. 18 - 22 6
   C. 23 - 30 26
   D. 31 - 45 24
   E. 45 - 55 13
   F. Over 55 4

3. Occupational status

   A. Full-time employed 47
   B. Part-time employed 5
   C. Full-time student 15
   D. Part-time student 10
   E. Other 9

4. Highest grade level attained: 14(13); 13(5); M.Ed.(1); 12(11); 13½(1); 16(1); C(1) MA(1); soph(1); 14+(1); high school(2); MA+(1) 3.5(1); A(2); 8yrs beyond HS(1).

5. How did you hear about this course?

   A. Mail (college catalog or brochure) 36
   B. Campus announcements, bulletin, newspaper, etc. 22
   C. TV 4
   D. Radio 1
   E. Newspaper 8
   F. Other 8

6. Did you purchase the textbooks?

   A. Yes 62
   B. No--please explain 11

   Costly. Too expensive. Bound together--had to buy all three (could not buy separately). Unit packaging a ripoff. Would have purchased separately rather than package.

7. What were the most important reasons for you to enroll in this course?

   A. Convenience 13
   B. Interest 37
   C. Professional or occupational improvement or advancement 22
   D. Credit toward college degree 30
   E. High school credit
   F. Babysitter problems--cost, time 1
   G. Transportation
   H. Other 4

8. Are you currently enrolled in any other class at this college?

   A. Yes 42
   B. No 31

9. If you answered "Yes" to the previous question, how many total credits are you taking (including this course)? 13(11); 11(2); 14(1); 6(1); 8(3); 20(3); 12(7); 15(2); 10(7); 18(1); 9(2).

10. Have you ever taken a class or workshop through this college before?

A. Yes 58
B. No 15

11. Do you plan to enroll in a regular (not a telecourse) class at this college?

A. Yes 54
B. No 15
C. Maybe 2

12. How do you feel about the TV class compared with "regular" classes?

A. Superior 16
B. Slightly better 17
C. Similar 27
D. Slightly inferior 11
E. Considerably inferior 1

13. Compare the TV class with "regular" classes in terms of content or subject.

A. Superior 21
B. Slightly better 24
C. Similar 23
D. Slightly inferior 2
E. Considerably inferior

14. Please rate the TV class in reference to required amount of outside reading.

A. Excessive 5
B. More than average 25
C. Average 28
D. Less than average 3
E. Minimum 10

15. How do you feel about the cost of text and materials for the TV class?

A. Extremely expensive 32
B. Reasonable 35
C. Very inexpensive 2
D. Moderately expensive 1

16. On which channel(s) did you view the program?

A. 9 48
B. 13 38
C. 62 2
D. Cable (which channel: 9 or 13?) 7; both(1)
E. If more than one channel, which do you prefer? 9(11); 13(3); 10(5).

17. Were you satisfied with the amount of instructor contact in this course?

A. There was no contact 5
B. Too little contact and would prefer more 9
C. Adequate 55
D. Felt contact unnecessary 4

very good-- 1

18. Was there enough interaction with other students in this course?

A. Yes 53
B. No 18

19. Did you have specific problems with this course? (Please explain.)

Yes	11
No	50

See attached page for comments.

20. Would you enroll in another TV class? (Please explain.)

Yes	50
No	1
Maybe	1

See attached page for comments.

21. What time(s) do you prefer courses to be televised?

4	Late evenings
4	Nights
6	9-10pm
2	Daytime
3	7-10pm
2	Varied times and days
5	Early evenings
3	Weekends
1	9pm Monday nights
1	Friday or Saturday
2	10-11pm
4	10pm
2	7-9pm
1	After 9pm
11	Evenings
1	7-11pm
2	8-9pm
1	Prime time
3	8pm
1	6-7pm
1	After 8pm
1	11am
1	4pm
1	9pm
2	Afternoons
4	Same
1	9-11pm
1	12-2pm
2	3pm
1	Sunday afternoons
1	Between 5 & 9pm
1	3:30pm

NB/j
1/78

19. Did you have specific problems with this course? (Please explain.)

Took a lot of time to study.
I felt the instructor was very patient with those of us who, having had no previous economics classes, were totally unfamiliar with concepts and terminology. Also, complications arose when certain segments were preempted or time was changed. Working full-time, I cannot just drop everything and run to the LRC.
None that were the teacher's or course presentation's fault.
Experienced difficulty with the television viewing. Channel 9 several times changed Monday evening offering. Was unable to get Channel 13.
Because of full-time employment, as a night student I had difficulty in catching all of the programs. However, because the texts follow the same material, it was possible to keep current.
Yes, wrong times on TV.
I had no contact with students or instructor. I had trouble interpreting questions. There was no opportunity to find out what anyone else thought or what ideas they had.
Two classes had times shifted by Channel 9, so I could not see that week's segment. Please ask Channel 9 not to do this, as I depend on that time and have no other.
The only practical experience I've had with economics has had to do with running a large household, so the theories have always been a bit bewildering. Perhaps a little less bewildering now, but not much.
Required considerably more time than suggested in instruction sheet.
No, I am working on my own writing so am disciplined to work on my incentive. I think I might like a classroom situation but scarcity of time is a problem for me, plus I am reluctant to be away from my family in the evenings.
Found the essay questions very difficult--probably due to my lack of any background in the subject matter.
Yes, I would have liked to have known something about my grades and progress during the telecourse. There were also problems with viewing tapes in the media center.
No knowledge of grading criteria, arduous essay (short?) questions should be made easier or rate the class as 200 level; assumes the student has a vast knowledge or experience with history or economics class previously. . . . I think the instructor should perhaps hold a question-and-answer session periodically (every 2 weeks) or rap session.
Yes. I was under the impression that this was a lower-division course and no prerequisites were needed. I spent an extreme amount of time on each unit (more than for any other class), experienced a great deal of difficulty in answering weekly quizzes, and was not pleased with feedback from instructor on quizzes. This class allowed for no discussion to clarify concepts and ideas; returned quizzes with incorrect answers often had very brief and sometimes illegible responses. This results in frustration, and still no understanding of what the correct answer should have been. Most often there were only points taken off--with no explanation as to how it could have been better answered. . . .
It would have helped to have an interest in economics.
Tests were too infrequent, too much to cover for the tests given. Weekly quizzes would have been good (only my preference, however).
Too much reading.
Yes, at times with the terms used.
Hours in which TV showed the course!!!
Not enough reading time.
Remembering the content.
Yes, lack of background.
At first, watching the TV course by myself, I missed many of the points--through class discussion these points were cleared and had more meaning.

No, I found it not only interesting but quite informative, even though I did not agree with much of what Galbraith had to say.
A little over my head because I did not know the basics.
Only a lacking in personal background.

20. Would you enroll in another TV class? (Please explain.)

Have benefited from course due to quality of instructors.
Good medium for education.
Convenience, interest, professional/occupational improvement or advancement.
Credit toward college degree.
If sufficiently challenging.
Depending on time of broadcast, material content.
If convenient.
No, for personal reasons, not in the near future.
Yes, but not unless there was personal contact with an instructor and other students.
There are some classes that could be better taught with this type course.
Yes, if it is an interesting course and coincides with my work schedule.
Interesting learning situation.
Yes, if it offered transferable credit I could use, or if the subject was in my interest area.
(2)Yes, if it was a course I was interested in.
Yes, it is a convenient means of taking college-level courses.
Yes, class and TV presentation were excellent, well-put, and well-thought-out.
(2)Yes, if subject is interesting.
Yes, learning is not only an in-class (homework) situation--outsiders are involved in broadcasts--informal discussion with friends at home--beneficial.
Yes, advantages in showing certain types of material; also provides variety.
Yes, enjoyed TV class very much.
Yes, because of the times I work (it varies).
Generally, yes. Most students cited the convenience of scheduling the course around other commitments.
Yes, enjoyed TV presentations; material was intellectually challenging to personal concerns.
Yes, TV class would rate as well as others in presenting history.
Yes, visual aids are very effective learning techniques.
(4)Yes, if interesting and usable subject. Telecourses are instructive; also, when they are shown repeatedly throughout the week, the student has the chance to reinforce his knowledge.
Yes, there should be more telecourses as long as there are criteria for classroom involvement also.
Yes, if another class is held.
Yes, if it was in my degree capabilities.
Yes, convenient.
Yes, given same amount of credits to amount of personal input.
Wish there were more offered at night.
(3)Yes, was very interesting and well done.
Yes, if of sufficient interest to me.
Yes, liked the format of viewing the program and then discussing it.
Depends on what it is. Viewing it on your own with no class interaction is not good.
Yes, it offers us a chance to learn the way we've always wanted to learn: sitting in front of a TV set.
Yes, I like the comfort of viewing at home.
Yes, variety.
Yes, methods and materials used were excellent.

WASHINGTON STATE DEANS OF INSTRUCTION COMMISSION

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ms-3/25/77

Washington State Community College Telecourse
Consortium

Enrollments: February 15, 1978

	As Man Behaves	Age of Uncertainty
Bellevue Community College	12	13
Centralia College	15	22
Edmonds Community College	Did not participate	1
Fort Steilacoom Community College	29	13
Grays Harbor College	16	10
Green River College	15	12
Highline Community College	4	--
Lower Columbia College	22	10
North Seattle Community College	23	29
Olympic College	9	22
Seattle Central Community College	28	--
Shoreline Community College	Did not participate	23
Skagit Valley College	22	20
South Seattle Community College	Did not participate	--
Tacoma Community College	8	--
Wenatchee Valley College	Did not participate	17
Yakima Valley College	72	45
Totals	275	237

EXPERIMENTAL TELECOURSE YEAR (ETY) PROPOSAL

I. RATIONALE FOR PROPOSAL

The structure, composition, and expectations of the people of the State of Washington as well as our American society are in a period of rapid change. These changes are so fundamental as to affect higher education and specifically community colleges of the state profoundly. Today's student is pushing at the boundaries of traditional education in virtually every direction. For example, community colleges are being asked to serve both younger and older populations. On one hand our services are being extended to parents of preschool and infant children in the area of child development and growth, while on the other hand we are being asked to serve the elderly and the retired. With increasing emphasis on continuing education for adults of all age levels, and a burgeoning interest in formal education, life-long education is upon us.

To mix with this demonstrated need, our society has shown that broadcasting is a common denominator in communicating with people, whether they are small children, elementary/secondary students, college students or adults with their multitude of interests and requirements. The functionally illiterate and the post-doctoral student both understand the grammar of television, both are accustomed to having ideas and objects explained on the screen and both have learned a great deal through the media. In the classroom or at home, television is a powerful instrument of education and, therefore, its proper application is imperative.

The Washington Community College System is cognizant of the availability, importance, and the use of telecourses as an instructional alternative. Several other states have used them successfully for the past several years. Such an effort has been responsible for reaching increasingly larger audiences of students. This especially applies to those who find it inconvenient to adjust to the established on-campus classroom mode of instruction. Television can help us reach people such as the handicapped, the homemaker, the elderly, the institutionalized, as well as make education more accessible to business and industry at more convenient times and locations. Telecourses have also been useful in reaching persons who are fearful of col-

lege instruction but have tested their ability for study through the enrollment in a non-threatening telecourse.

The Washington Community College System feels an obligation to the public in Washington State to experiment with this instructional mode to test two major elements: (1) the effectiveness of this method of delivery for courses, and (2) a degree of interest and response from that of the citizens. If it is effective and if there are significant numbers of people interested in learning through this method of teaching, then there would appear to be good reason for the expansion of the plan to provide a continuing telecourse schedule for the citizens of this state.

II. A TELECOURSE CONSORTIUM

The Committee hereby proposes that community college districts interested in using telecourses become part of a telecourse consortium. This step appears necessary to enhance the efficient and effective use of this media and to inhibit the competition among colleges. Such a consortium will attempt to protect the individual prerogatives of the local colleges but requires certain uniform activities which will guarantee minimum levels of quality in courses offered to the public. In addition, a consortium of colleges can provide a vehicle through which many more courses can be offered and budget efficiency can be achieved through the spreading of costs throughout consortium members. When an individual college would be somewhat limited in its ability to rent or buy telecourses, a consortium would be able to share costs and thus be able to offer more courses more efficiently.

Specifically, the consortium would:

A. Require:
   1. Standardization of cost to the student.
   2. Standardization of credits
   3. Minimum requirements for completion of courses, thereby insuring quality of instruction.

B. Offer services to member colleges of:
   1. Joint course announcements.
   2. Instructor in-service training and conferences.
   3. Evaluation of telecourse education.
   4. Interchange of information.

5. Computerized test correction (optional)

C. Faculty Involvement.

III. CONSORTIUM ORGANIZATION AND EXPENSES

A. Assumptions in forming consortium:

1. Only a limited number of colleges will be interested in being part of the consortium.
2. Each member college will be willing to invest a preliminary amount to provide some forward funding of the consortium. (See attached.)
3. That the following channels will be willing to cooperate in televising our course offerings throughout the state: Spokane, KSPS Channel 7; Pullman, KWSV Channel 10; Yakima, KYVE Channel 47; Seattle, KCTS Channel 9; Tacoma, KTCS Channel 62; Tacoma, KCTQ Channel 13. (The above channels have indicated a preliminary interest in working with community colleges on this experimental year.)
4. The member colleges will willingly abide by the agreed-upon rules of the consortium.

B. Expenses—Member Colleges:

In order to prepare a model for examination, this proposal will assume that the initial members of the telecourse consortium will be the following: (to be reviewed, added and/or deleted at the Dean's Commission meeting in July) Bellevue, Centralia, Edmonds, Everett, Fort Steilacoom, Grays Harbor, Green River, Highline, Lower Columbia, Olympic, Seattle, Shoreline, Skagit Valley, Spokane, Tacoma, Wenatchee, Yakima.

C. Initial Costs:

Each of the 17-member colleges will invest in an initial sum of money in the project proportional to its 1976-1977 FTE annualized enrollment. This assessment will be at the rate of $.25 per FTE. Funds collected will total approximately $30,000 and this sum will cover the basic rental costs for two telecourses and includes the cost of the administrative options pointed out later in this proposal. Any funds remaining at the end of the year will be set aside as a reserve to be spent or returned to member colleges as the member colleges ascertain. (Projected sums and costs to individual colleges will be approximately as indicated on the attached sheet.) Addendum sheets must be added for membership colleges.

D. One community college will be selected to handle all funds for the consortium.

E. In addition to the membership fee as proposed above, each college will have additional costs related to each of the telecourses. Potential additional costs include (these costs are optional to the individual colleges) dubbing of tapes for on-campus showings, costs of instructors/classified/professional or student help, evaluation of students, administrative overhead, publicity and student services (admissions, registration, advising, etc.) (per capita telecourse rental on rental courses) ($10 per student), per capita fee for TV station broadcast ($2 per student), per capita fee for the TV consortium ($1 per student) instructional training, facility use for rental, and telephone hot line.

F. In addition to the above, it is proposed that a $1 surcharge be assessed for each enrolled student and that such a fee be retained in the consortium treasury. This funding would give the consortium some forward funding for 1978-79 with the assumption that the telecourses could be continued and expanded in succeeding years. Such a per capita fee would either reduce or eliminate the need for forward funding such as that asked for this year from member colleges.

G. Informational brochures would be handled through the consortium and will name all participating colleges. This would save on printing costs and reduce legislative concerns on printing and advertising. The consortium could also prepare TV spot ads as well as newspaper releases. Additional information for the various member districts could be generated and distributed locally. This would involve media specialists as represented by the existing committee.

H. The consortium will sponsor at least one session for all course instructors prior to the beginning of each course. Such a session will be used to share any information pertinent to the course, including a preview of the course, will suggest teaching techniques, any additional materials, problem areas, information about exams, and will allow instructors at the various colleges to become acquainted with the transcripts of teaching by television and also with one another.

I. The Consortium will consider, if members wish, the development of methods whereby periodic objective exams may be graded by data processing equipment and returned to the student from a central location.

J. Mid-term and final examinations will be conducted and graded by the individual college instructor or college system unless it is thought

proper and advisable to use the computerized grading system as described above.

K. The students will be able to register at the community college of their choice with the knowledge that the costs and credits in all colleges would be identical.

L. Consortium Organization:

1. Each member district of the consortium shall have one vote.
2. The membership will elect a chairperson, vice chairperson, secretary and treasurer. These four officers will constitute the executive board.
3. In determining any standardized elements to be followed by all colleges a simple majority vote will prevail.

IV. ADMINISTRATION OPTIONS:

A. There will obviously be a number of administrative responsibilities to be fulfilled related to this project. Below are a just a few:

1. advertising--layout and final printing
2. ordering telecourses
3. arranging to purchase blank tapes
4. arranging to have tapes duplicated
5. coordinating telecast schedules and contracting with local stations for scheduling
6. transporting tapes between stations
7. buying blank video cassettes and arranging for additional dubs as needed for local campuses
8. paying bills
9. ascertaining monies due the respective TV stations
10. planning instructor training
11. answering general questions from colleges, the public, instructors, and TV stations
12. coordinating book purchases and distribution
13. handling general problems which arise
14. evaluation of each telecourse

B. The committee has explored three general approaches to the management of the experimental year:

1. Employment of a full time coordinator:
This option would entail employing one of the people, probably

now on our campuses, conversant and interested in telecourses. He would work for three quarters and do the tasks outlined above and others as needed. His office would be on one of the cooperating campuses and he would manage the consortium budget. If this option were chosen it would probably not be possible to fund this person with the present level of assessment suggested in this paper. There are tremendous advantages, however, in having one full-time person whose responsibilities it would be to organize and implement all of the above.

2. Complete reliance on college employees:
If this option were accepted, the cooperating colleges would have to understand that time would have to be made available for certain persons on each campus to fulfill all of the needed functions. Because of the relatively thin administrative staffs which all colleges employ, this option may cause some problems. It should be pointed out that there are a number of people who are willing to assume major resporsibilites for this project if this direction is followed. However, to date no assessment has been made as to the willingness of major administrators to allow them to make this a priority for their time.

3. Employment of a part-time manager augmented by volunteer work from college employees.
This is the option preferred by your committee and recommended for your serious consideration. We have explored the alternatives under this option and wish to recommend that Channel 13 receive serious consideration of a contract for part time management. They have tentatively offered us such a contract for approximately $5,000 for the academic year. Many of the management responsibilities listed above would be fulfilled by this station. Specifically, Chanel 13 would be willing to include in its services:
   a. Advertising layout, design, and printing
   b. Coordination of all TV stations
   c. Order telecourses
   d. Purchasing blank tapes and arranging for dubbing
   e. Transportation of tapes
   f. Setting telecast schedules with all stations
   g. Consultation with consortium members relating to technical problems

h. Arranging previews of various telecourses for members

C. Other responsibilities would be carried out by college representatives. This would include such things as instructor training, evaluation procedures, and supervision of the budget.

D. Your committee feels that this project is important enough to spend this money to assure ourselves of proper technical expertise--at least during the initial year. It would be an expense which could be handled by the modest assessment which has been suggested.

V. THE TELECOURSES FOR 1977-78

It is proposed that the consortium consider the following proposed schedule of telecourses for the experimental year:

A. Fall Quarter: Age of Uncertainty - 9/14/77 to 12/15/77 - 5 credits

The Age of Uncertainty program will consist of a minimum of 50 hours of instruction, 12 hours of television time and 38 hours of instructional time which will include two controlled test periods. A term paper will be required.

Student Costs: Standard tuition for 5 credits plus costs for student study materials, there is no charge for telecast expenses for this particular course.

Institutional Costs: $50 administrative charge paid to TV public broadcasting system and a consortium expense of $1.80 per enrolled student

B. Winter Quarter: Communicating Through Literature - (suggested dates 1/12/78 to 3/16/78) - 3 credits

Communicating Through Literature will consist of a minimum of 30 hours of instruction, 15 hours of television time and 15 hours of classroom time or comparable educational activity is required, including two evaluation periods; i.e., written term paper, tests, etc. (Standardized tests are available and it is recommended that a mid-term and final exam be given.)

Student Costs: Standardized tuition for 3 credits plus student study materials.

Institutional Costs: $10 per student telecourse rental, $2 for telecast expense and $1 paid to consortium. A total of $13 per enrolled student.

C. Spring Quarter: As Man Behaves (suggested dates 4/6/78 to 6/8/78) - 3 credits

As Man Behaves consists of a minimum of 30 hours of instruction, 15 hours of television time and 15 hours of classroom time or comparable educational activity is required, including two evaluation periods. Student Costs: Standardized tuition for 3 credits plus student texts. Institutional Costs: $10 per student telecourse rental, $2 per student telecast expense and $1 surcharge per student consortium cost. A total of $13 per enrolled student.

VI. TYPICAL COSTS FOR A SAMPLE COLLEGE:

In order to better anticipate probable costs for a typical campus, the following illustration has been prepared;

A. Assumptions:

1. Ft. Steilacoom College has joined the consortium
2. FSCC has an annualized FTE in 1976-77 of 3,754
3. FSCC takes part in all 3 experimental courses
4. FSCC annual average faculty salary is $16,000
5. 100 students enroll in each course

B. Cost of membership in consortium:

3754 x $.25 =		$ 938.50

C. Costs for AGE OF UNCERTAINTY , (5 credits)

1. Administrative package	$ 50.00	
2. Public information	200.00	
3. Registration support	100.00	
4. Paraprofessional support	200.00	
5. Clerical costs	100.00	
6. Telephone hot line	100.00	
7. Consortium fee - 100 students x $1.00	100.00	
8. Instructors cost: 2 instructors 1/3 time for 1 quarter @ annual average of $16,000	3,556.00	$4,406.00

D. Costs for COMMUNICATING THROUGH LITERATURE (3 credits)

1. Per capita rental to rental agency		
100 students x $10	$1,000.00	
2. Per capita telcast cost @ $2.00		
100 students x $10	200.00	
3. Per capita fee to consortium		
100 students x $1.00	100.00	
4. Instructor costs (3 credit course)		
2 instructors @ 1/5 load		
$16,000 x 1/15 x 2 =	2,133.00	
5. Secretarial support	100.00	
6. Registration	100.00	
7. Paraprofessional help	200.00	
8. Public Information	200.00	
9. Telephone hot line	100.00	
		$4,133.00

E. COSTS FOR AS MAN BEHAVES (3 credits)

(See "D" above--identical costs)		$4,133.00
	GRAND TOTAL	$13,611.00